

Idaho State Board of Education Statewide Strategic Plan (2000-2005)

Introduction

The framers of Idaho's Constitution (Article IX, Section 1), knowing that "the stability of a republican form of government depending mainly on the intelligence of the people," required the legislature to establish and maintain our public school system. The framers then vested (Article IX, Section 2) the "general supervision" of the Idaho public education system in the State Board of Education, "the membership, powers and duties of which shall be prescribed by law." In addition, the State Board of Education is constitutionally vested with the general supervision of all public higher education and sits in a constitutional capacity as the Board of Regents of the University of Idaho. The State Board of Education, hereafter the Board, has also been identified in statute as follows: Trustees of Idaho State University, Trustees of Lewis-Clark State College, Trustees of Boise State University, State Board for Professional-Technical Education and Trustees for the Idaho School for the Deaf and the Blind.

The Idaho public education system, over which the Board is responsible, consists of the following institutions and agencies:

All public primary/secondary schools
School for the Deaf and the Blind
Idaho State University
University of Idaho
Lewis-Clark State College
Boise State University
College of Southern Idaho*
North Idaho College*

**Also have local boards*

Eastern Idaho Technical College
Division of Professional-Technical Education
Idaho Educational Public Broadcasting System
Division of Vocational Rehabilitation
Idaho State Library**
Idaho State Historical Society**
State Department of Education
Office of the State Board of Education
Museum of Natural History

***Also have separate oversight boards appointed by the State Board of Education*

With this plan, the Board strives for a "seamless" educational system without barriers within or between the various organizational components of the system. This can be accomplished by focusing on the following set of common goals and objectives for the education system, which the Board intends to be incorporated into each agency and institution strategic plan. The Board also intends to promote cooperation and teamwork for goal accomplishment while still allowing flexibility for each unique organization in the system to be innovative in carrying out its educational mission. Cooperation and flexibility are critically important in view of the fact that complex and interrelated forces will continue to drive change in our education system.

Vision

The State Board of Education envisions an accessible, seamless public education system that provides an intelligent and well-informed citizenry capable of active participation in the processes of a democratic government, contributes to the economy and general quality of life in Idaho, opens access to cultural and intellectual resources, and enables all individuals to develop their skills, knowledge, and ability to become contributing members of society.

Education Mission

The Idaho education system, consisting of the unique agencies and institutions governed by the Board, delivers public primary/secondary/postsecondary education, training, rehabilitation and information/research services in the state and, on a limited basis, to other states or countries. These agencies and institutions collaborate to provide a diverse population with educational programs and services that are **high quality, accessible, relevant** and **efficient**. To that end, the Board has adopted the following goals and objectives for the education system:

- I. Direct efforts to continuously improve the **quality** of Idaho's education, training, rehabilitation and information/research services to gain program competitiveness, high levels of achievement, and a well-informed citizenry.
- II. Provide individuals of all ages and abilities **access** to education, training, rehabilitation and information/research services to develop their skills, knowledge and social awareness in order to be globally competitive workers, responsible citizens, and lifelong learners.
- III. Ensure education, training, rehabilitation and information/research services are **relevant** to the needs of Idaho's citizens, workforce, business, industry, and local, state, and federal government.
- IV. Ensure maximum benefit from education resources through **efficient** operation and management of the education system and investments in student learning centered software.

Goal I: Direct efforts to continuously improve the quality of Idaho's education, training, rehabilitation and information/research services to gain program competitiveness, high levels of achievement, and a well-informed citizenry.

Objectives:

- 1. Complete development and implementation of statewide exiting standards/assessments for public school students and hold schools accountable for student achievement.
- 2. Continue full implementation of the teacher quality initiative (Idaho's MOST) to evaluate and improve public school teacher policy to include training, compensation, merit, and employment practices.

3. Evaluate state policy regarding teacher-continuing contracts.
4. Strive for continuous improvements and increased levels of public confidence in the Idaho education system through performance-based (what students know and can do) assessment of education programs.
5. Prepare graduates with a level of skills and knowledge that equips citizens to exercise their rights in a democratic society and allows them to be competitive in a global economy.
6. Maintain institutional and attain/maintain specialized accreditation in areas appropriate to the institutional mission.
7. Provide Idaho students with excellent and innovative instruction from motivated, qualified teachers supported by competent administrators and support staff.
8. Develop a career continuum and compensation system for teachers, faculty and staff that reward knowledge, skill, and productivity and promote recruiting, hiring and retention.
9. Support efforts to hire and retain outstanding education system personnel (teachers, faculty, and staff).
10. Eliminate dangerous conditions in public schools and promote safe, productive learning environments organized for student and teacher success.
11. Support the implementation of a program of state aid to all types of public broadcasting and libraries (public school, academic, and special).

<p>Goal II: Provide individuals of all ages and abilities <u>access</u> to education, training, rehabilitation and information/research services to develop their skills, knowledge and social awareness in order to be globally competitive workers, responsible citizens, and lifelong learners.</p>

Objectives:

1. Within in the framework established in Idaho's Constitution, maintain a close working relationship with the Idaho legislature and preserve "local school board control" of curriculum and school operations.
2. Ensure Idaho's education system operates as a "seamless" system (without barriers between its various elements).
 - Facilitate mobility among education programs and services.
 - Encourage articulated credit between secondary schools and postsecondary institutions and among postsecondary institutions.
 - Develop universal access to library/archival services (public, school, academic, and special) for all Idahoans.

3. Provide opportunities for all citizens, in all parts of the state, to obtain needed education, training, rehabilitation and information/research services through appropriate delivery modes at convenient locations.
 - Develop a statewide infrastructure in cooperation with public and private entities capable of converging voice, video and data technologies.
 - Support an environment conducive to developing, testing, and implementing new technologies by creating incentives, with quantifiable outcomes, for using leading edge software in the educational process.
 - Strive for flexible technology systems that support industry-accepted, open standards and have a high degree of interoperability and compatibility.
 - Support a statewide network of libraries and public broadcasting to provide local access to global information.
 - Embrace cooperative ventures between the agencies and institutions within the education system to offer programs and services in all parts of the state.
4. Foster an education system that creates equal access and accommodates students with different learning styles and those with special needs.
5. Encourage and facilitate inclusion of Idaho's minorities in the education system.
6. Increase the rate of postsecondary school attendance and improve opportunities for high school graduates to continue their education at postsecondary institutions.
 - Expand state-supported scholarship and financial aid opportunities.
 - Seek improved state appropriations for postsecondary education services to reduce reliance on student fees.
7. Expand outreach, research/demonstration programs, and partnerships (public / private / in state / out-of-state) to meet Idaho's growing educational, environmental, societal, cultural and economic needs.

<p>Goal III: Ensure education, training, rehabilitation and information/research services are <u>relevant</u> to the needs of Idaho's citizens, workforce, business, industry, and local, state, and federal government.</p>

Objectives:

1. Develop a more realistic approach to education program approval and funding making sure that funds are distributed equitably to meet the needs of all Idahoans.
2. Monitor existing education, training, rehabilitation and information/research programs and services, including program content and delivery, for continued relevance to Idaho's needs, within a global setting.
3. Monitor community and statewide needs for education, training, rehabilitation and information/research programs and services and, as appropriate to role and mission,

develop/implement new programs and services to meet the emerging needs of Idaho's communities and economy.

4. Evaluate and continuously refine statewide learning/exiting standards and assessments at each grade level (K-12) to ensure public school students possess the skills and knowledge needed to face the challenges of a changing world.
5. Ensure that state-funded research projects and cooperative partnerships are organized and structured to meet identified needs and/or enhance Idaho's economy or environment.
6. Facilitate the formulation and implementation of public policy in Idaho by a citizenry that stays well informed through access to relevant, accurate data and information.

Goal IV: Ensure maximum benefit from education resources through efficient operation and management of the education system and investments in student learning centered software.

Objectives:

1. Evaluate the education financial base (public schools and postsecondary institutions) to maximize the benefit from all education appropriations and develop accountability measures for use with financial incentives awarded for specific outcomes.
2. Ensure that Idaho high school graduates are prepared to enter and succeed in the postsecondary education system and/or the workplace.
 - Implement learning/exiting standards at each grade level (K-12) that provide for mastery of a common set of needed skills and knowledge.
 - Reduce the need for remedial courses at postsecondary institutions.
 - Reduce the need for employers to provide skill development training to recent high school graduates in subjects that should have been mastered in school.
3. Continue to refine and update institution and agency role and mission statements to provide focus and eliminate unnecessary duplication of programs and services.
4. Foster partnerships and cooperative ventures among the agencies and institutions within the education system.
5. Seek increased levels of state, local, and private sector support for all education programs (elementary, secondary and postsecondary, research, libraries and library networks) and ensure appropriate levels of accountability for all education funds.
6. Provide accountability to the State Legislature and general public by identifying and measuring performance throughout the education system.

7. Direct efforts to reduce the dropout rate and increase retention of high school and college students who are seeking their degrees/certificates.
8. Encourage the allocation of resources to improve instructional facilities and increase operational efficiency through the coordinated use of technology.
9. Review the public school calendar to ensure time for in-depth student learning, teacher professional development, and the optimal use of instructional facilities.
10. Encourage and reward innovative approaches for organizing and delivering education, training, rehabilitation, and information/research services.
11. Support the development of libraries as leaders in the application of appropriate technology to information access.

The below listed performance measures are those approved by the President's Council and adopted by the State Board of Education for statewide use by all public post-secondary institutions. Additional agency/institution unique performance measures are under development.

Performance Measures

- 1. Head count of first year student applications, admissions, and enrollment (academic and vocational-technical).** Use headcount of students applying for, accepted for, and enrolled in the fall term. Include both academic and vocational-technical data. Include both full and part-time students. A first-time student is one who has never enrolled in any college or other postsecondary institution since leaving high school, although he or she may have earned advanced placement credit. Students who enroll for the first time in the summer are included in the fall count. (The definition of the cohort is compatible with those for the federal Graduation Rates Survey (IPEDS-GRS-1) and the NCAA graduation rates reports, although they are based on full-time students only.)
- 2. Number of credit hours taken by first year academic and applied technology students (resident and non-resident) within one year of high school graduation and returning adults in remedial and/or developmental coursework (mathematics and English) and enrollment in and completion of next college level courses.** Use the cohort of new first year students enrolled from measure #1. Include the percentage of those students, academic and vocational-technical, who enrolled in any remedial course, the total number of credits taken in mathematics and English during the first academic year of enrollment (fall and spring semesters), and enrollment in/completion of subsequent college level courses.
- 3. Retention of new first-time, full-time degree seeking students to the second year or to program completion if the vocational-technical program is less than one year.** Use the cohort of new first year students enrolled from measure #1. Use only first-time, full-time students. Include both number and percentage of students retained to the second year (enrolled at 10th day of fall semester, or completed by 10th day of fall semester).
- 4. Graduation rates in 100%, 125% and 150% of catalog program length, as defined through credit hours, of first-time, full-time, first-year students and total credits earned by bachelor's degree-seeking graduates.** Use the cohort graduation

rates for full-time, bachelor's degree seeking students and other than bachelor's degree seeking full-time students from the IPEDS-GRS-1, using data from lines 11, 11a, 12, and 46 of the IPEDS report.

- 5. Undergraduate, graduate, and vocational-technical credits earned at locations remote to the main campus, by delivery method (traditional, telecommunications, and correspondence).** Use totals from PSR-1.7, summed by delivery method and level (graduate, undergraduate). Add corresponding data from vocational-technical programs.
- 6. Pass rates on selected licensing or certification exams as compared to national or state norms where available.** Use data as submitted to the Division of Financial Management.
- 7. One page summary of employer satisfaction surveys for recent graduates and those completing vocational-technical programs.** Narrative summary of employer satisfaction surveys, where available, and tabulated data by program. Summary information from vocational-technical program leavers report.
- 8. Number of students transferring from Idaho educational institutions by institution.** Show the number of transfers into your institution from each losing institution.
- 9. One page summary of outreach and public service programs and executive assessment of outcomes. Include the number of K-12 partnerships and average number of teachers/students per partnership.** Use number of non-credit courses and institutes, BERS courses to assist elementary and secondary school teachers, listing of students and teachers served by K-12 partnerships, and department-based programs that assist government, business, and industry.
- 10. Annual dollar amount expended on externally funded research and other external grants and contracts.** Report total amount expended in research and grant categories.
- 11. Degrees and certificates awarded.** Use data from IPEDS Completion Survey (IPEDS-C).